

**Class LM-3**

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**Art. 1. Specific academic objectives**

With regard to the elements that characterise the class, the course follows the recommendations of the European Landscape Convention (Florence, 2000) (Law no. 14/9.01.2006) with a view to providing "training for specialists in landscape appraisal and operations" by implementing "university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning" (Article 6b, 8) and the Italian Landscape and Cultural Heritage Code (Art. 132, paragraph 3 – Cooperation between public authorities) as regards "educational and training activities... in order to promote and foster the understanding of landscape".

The Master's degree course completes the preparation students received during their BA, with specialised training that combines theoretical-critical knowledge with practical and professional skills in the field of landscape design at all levels, and teaches students to work with other professionals from the fields of Architecture, Engineering and Natural Sciences.

As in the rest of the European Union, the educational programme involves subjects and educational activities designed to provide students with expertise in the planning, design and management of transformation processes applied to the landscape in both its natural and manmade components so as to meet natural and human needs, functional and aesthetic requirements, grasping the values of the landscape (in its physical, eco-environmental, aesthetic/perceptive and socio-cultural features), recognising the potential and problems of sites where improvements are made in order to develop design skills that enhance the identity of places in keeping with aesthetic, functional and operational principles that apply ecological and technical criteria of environmental, economic and social sustainability using technological and energy-based innovations as part of a modern vision of the environment, with a particular focus on social aims.

The knowledge considered essential for the complete professional training of landscape architects as defined at a European level (the EFLA Declaration, the European Foundation for Landscape Architecture, Brussels, April 1989) includes the following:

- 1 – the history and theories of landscape, arts, technologies, human and natural sciences and how they interact;
- 2 – the aesthetic theories that influence landscape design;
- 3 – ecology and the use of natural elements as the basis for landscape conservation, planning, design and management;
- 4 – the requirements of architectural and engineering work as regards landscape features;
- 5 – the physical and technological problems that affect the environment;
- 6 – the relationship between man and the environment;
- 7 – the protection, conservation and restoration of historic landscapes;
- 8 – the importance of landscape architecture in planning and design processes at a regional, national and international level;
- 9 – the analysis methods that precede the planning and design of the landscape and environmental relationships;
- 10 – representation and communication methods and techniques;
- 11 – the production, legislative and management processes required in order to implement plans and complete design projects;
- 12 – legislation regulating the profession of landscape architects.

The operational fields are the following:

- 1 - Landscape Design according to the various methodologies for designing new landscapes or restoring existing ones as regards the fields of: (a) park and garden design; (b) the conservation and restoration of parks, gardens and historic landscapes;
- 2 – Urban Landscaping as a way of enhancing and regenerating neglected urban (and rural-urban) landscapes;
- 3 - Environmental Design: involving (a) landscape planning (natural and agricultural areas, human settlements), (b) installing infrastructural networks in the landscape, (c) the analysis and assessment of landscapes and environmental impact studies, (d) the renaturalisation of damaged natural environments.

**Art. 2. The educational approach**

A complete academic programme that incorporates BA and MA degrees, previously offered in the Area Didattica 2 branch of the faculty (with its Curriculum Paesaggio BA course in Sciences of Architecture), has been envisaged as of 2015/16 by the new inter-university degree course (Sapienza and Tuscia University) entitled Environmental and Landscape Planning and Design, designed to be a basic introduction to the Master's degree in Landscape Architecture.

The Master's degree course involves single-field lessons, integrated courses, thematic labs, integrated labs, workshops and seminars, guided tours, work placements and/or internships, prioritising the integration of different fields and finding synergies among different educational methods. Theoretical lessons expand the basic knowledge required for the analysis and understanding of landscape systems and for the design and management of parkland at different scales, the restoration of historic gardens and landscape planning. The labs allow students to use their experience in specific fields and/or areas, experience that allows them to improve their ability to analyse design problems in their most complex aspects and propose solutions using both traditional and innovative tools. They foster interdisciplinary and interactive visions and envisage integrated workshops and seminars where students can integrate the knowledge they have acquired, even on specialist theoretical courses. Practical work will be organised in line with the ways established on a year-by-year basis by the prospectus. The course is structured around an integrated teaching process that is divided into four terms:

1. integrated architecture and landscape courses, law and landscape planning (first term), environmental and physical/technical design, phytogeography and applied geobotany, urban agroforestry and landscape (second term);
2. first year thematic design labs: landscape restoration (first term); garden and landscape design (second term);
3. second year thematic design labs: architecture and landscape design; environmental design; landscape planning (first term);
4. the landscape design lab and final test (second term); what counts most when preparing a thesis is a student's level of independence (playing a leading role).

Students of the same year but on different courses participate in the same labs, while students on the same course but from different years attend courses and labs in a particular order.

As far as the value of university credits is concerned, given that one CFU/ECTS is worth 25 hours of study, the assumption is that the time required in class is eight hours per credit, both as regards single-field and theoretical or integrated activities and as regards lab activities.

The educational approach intends to take into account the peculiarities of contemporary landscape architecture disciplines as regards the specific aspect of design, which is geared towards enhancing the identity of places, more specifically technical aspects, the aims of landscape quality, ecological methods, the social aims of design projects and a contemporary, dynamic vision of environmental aspects. To this end, the educational approach will be oriented towards the various issues of landscape and environmental planning and design, the restoration of historic gardens and the ecology of the landscape involving experience in organising and running international workshops

### **Art. 3. Personal Study Plan**

Students who wish to follow an academic programme involving a number of credits in associated fields that are not already envisaged as part of the prospectus will need to hand in their Personal Study Plan by the end of October to the degree programme board, which will assess its conformity with the course's academic objectives.

The same process is envisaged when choosing the disciplines that will make up the university credits derived from other academic activities chosen by the student, in compliance with ministerial decree DM 270 Art.10 paragraph 5.

Students will need to choose the disciplines that will make up their university credits by 31<sup>st</sup> December of the first year of their course and officially notify the degree programme board for its approval.

### **Art. 4. Professional prospects for graduates (Class Decrees, Art. 3, paragraph 7)**

The qualification awarded at the end of the course guarantees admission to the state exam for registering with the Ordine degli Architetti registration board in Section A, the Landscape Architecture section, and access to the second-level Master's degree. In line with presidential decree DPR. no. 328 5/6/2001 (Art. 16, 3), "the professional work of those enrolled in Section A, in the Landscape Architecture section... concerns the design of parks and gardens, the drafting of landscape plans, the restoration of historic parks and gardens, as contemplated in Law 20 June 1909, no.364, except for the construction work involved." The training of landscape architects is intended to create a professional who can carry out such a role in line with European standards for freelance or self-employed professionals and consultants. Landscape architects, as established by EFLA (the European Federation for Landscape Architecture) and IFLA Europe, have expertise in the planning, design and management of processes to do with the layout and modification of the landscape, in its natural and manmade components; they are also knowledgeable in the physical, eco-environmental, technological, energy and socio-cultural characteristics of a territory. Once they have taken the state exam, landscape architects can sign off landscape design projects, historic park and garden restoration plans, landscape and environmental regeneration plans, as well as landscape architecture plans. As well as acquiring general interdisciplinary expertise in their own sector, graduates of this Master's degree can also carry out other professional functions at different methodological and operational levels, participating in: the design and monitoring of landscape improvements in terms of their historical value and identity; the organisation and conduction of procedures assessing the eco-environmental sustainability of landscape regeneration projects; and the design, planning and management of complex conservation, restoration and controlled improvement work on vast areas of prevailing natural importance. The course aims to train a professional who, as well as having general expertise in his or her own sector, can take on the role of project director for public authorities. Landscape architects will have expertise founded on the knowledge of the physical, eco-environmental, energy, technological and historical/cultural characteristics of a given territory needed to work with government departments, heritage protection agencies and other public authorities – ministerial decree DM 20/11/2000 – fulfilling the tasks envisaged in the European Landscape Convention, which was adopted in Italy with Law 1/09/2006 and the Italian Landscape and Cultural Heritage Code (ministerial decree DM 42/2004 and subsequent amendments).

The course prepares students for the role of: Landscape Architect.

## **PART TWO**

### **Art. 5. Departments**

1. The Master's degree course is held in Sapienza University's Faculty of Architecture in Rome (hereinafter referred to as the Faculty) in the Sciences of Architecture and Landscape Area Didattica 2 branch of the faculty.
2. The Master's degree course in Landscape Architecture involves the following departments: the Architectural Technology, Planning and Design department (head department, faculty board resolution 16/01/2013), the Architecture and Design department, the Architectural History, Design and Restoration department and the Structural and Geotechnical Engineering department, with contributions from other departments that complete the academic range on offer.
3. These rules and regulations, in keeping with Sapienza University's statute and the academic rules of the Sciences of Architecture and Landscape Area Didattica branch, regulate the way the Master's degree course is organised, as this is not established by the aforementioned regulatory documents.
4. The academic guidelines, including teaching objectives and the general framework of academic activities, has been approved by the faculty board and, subsequently, by the Academic Senate and the CUN National University Council.

### **Art. 6. Master's degree course bodies**

1. The following bodies oversee the course:

- the degree programme board;
- the course coordinator;
- the course steering committee;
- the course academic committee;
- the course quality committee;
- other specially created committees, such as those responsible for guidance and tutoring, for organising internships and work placements etc.

Course coordination activities will be aligned with those carried out by the new Environment and Landscape Planning and Design Bachelor's degree course, which is jointly run by Tuscia agricultural college and Sapienza's Department of Architecture in order to guarantee the uniformity of the entire Bachelor's-plus-Master's degree in Landscape.

2. The course degree programme board consists of all lecturers who provide educational support to the course, student representatives

in a proportion of 15% compared to the number of lecturers, as well as faculty members of equal importance as stated in presidential decree DPR 382/80 and Law 341/90, who are appointed as substitute teachers on the course and are therefore contracted to teach. The degree programme board has jurisdiction over tasks regarding the course. Contracted lecturers who are responsible for teaching courses or modules participate in board meetings without exercising voting rights.

3. The course coordinator is elected by members of the degree programme board, as defined in Article 9 paragraph 1 of the rules and regulations of the Area Didattica branch of the faculty.

The coordinator organises meetings of the course academic committee and/or of the degree programme board with agendas that pertain to the course. The coordinator works with the Area Didattica's President, with the Area steering committee and the Area Didattica board and is in tenure for three years with only one consecutive re-election possible. The coordinator can set up specific committees.

4. The course steering committee consists of six members, three of which are there by right and three of which are elected. The coordinator, the steering committee director and the director of the working groups (commissions or committees) nominated by the coordinator from staff lecturers of the degree programme board are members of the steering committee by right. The three elected members are chosen from staff lecturers appointed to teach particular subjects on the degree programme board, and nominated by the coordinator. The secretary is chosen by the coordinator in the degree programme board from the youngest faculty researcher or the associate professor and, should they have equal seniority, the youngest from among the members of the committee.

5. The course coordinator and the members of the committee are elected with a secret ballot from among faculty lecturers sitting on the lecturers' committee who have a right to vote. The election is ratified by the faculty board. The coordinator and members of the committee are elected for no longer than three years with only one consecutive re-election possible. The coordinator must be elected by an absolute majority at the first ballot and by a simple majority in subsequent ballots. The members of the committee are elected by a majority. Elections must be announced by the most senior full professor, and if there are two of equal seniority, the professor who is oldest of the two (the Dean), 30 days before the end of their mandate. Elections are valid if an absolute majority of those with the right to vote has participated.

6. The coordinator is particularly responsible for carrying out the following tasks:

- calling the committee to meet, drafting the agenda, directing and moderating discussion and guaranteeing that the rules are followed;
- convening the steering committee;
- overseeing and organising other course activities, particularly ensuring – in agreement with the head department and the other departments involved and the Sciences of Architecture and Landscape Area Didattica branch of the faculty – that each subject has a teacher assigned to it;
- ensuring that resolutions are carried out, ensuring that what has been decided by the degree programme board and faculty is respected, and drafting the minutes of meetings, ensuring that they are forwarded to the relevant academic bodies;
- should the coordinator be absent or prevented from attending, he or she will be replaced by the Dean. If the impediment lasts longer than six months, new elections will be called.

7. Committees ensure that the educational activities offered are of a high standard; they formulate proposals regarding the guidelines and identify lecturers that can carry out individual teaching assignments on an annual basis, in accordance with the Area Didattica branch of the faculty, keeping in mind the necessary requirement that the academic service offered must be sustainable.

8. When electing the course coordinator, all faculty and visiting professors have the right to vote, as well as professors, researchers, faculty members with the same seniority as stated in current legislation and representatives of the students enrolled on the course.

9. As regards all other matters handled by the degree programme board, all faculty lecturers, researchers, faculty members with the same seniority as stated in current regulations and representatives of the students enrolled on the course have a right to vote. Those who have teaching contracts for subjects to do with the course, as well as representatives of administrative/technical staff, collaborators and experts, can participate in degree programme board debates without having the right to vote.

10. In order for a meeting of the degree programme board to be valid, a majority of those called to attend with voting rights – and, in any case, a legal majority – must be present. No meeting of the degree programme board is valid if the coordinator or substituting Dean are not present.

11. The course steering committee assists the coordinator in all monitoring and assessment work on teaching standards, the analysis of student administration including the recognition of credits and other educational activities and the preparation of various different cultural and academic organisations that can be translated into proposals or resolutions that will be subject to the approval of the degree programme board followed by a faculty resolution.

12. The course steering committee also guides procedures concerning paragraphs c), d) and e) of point 6 above. It must particularly establish: teaching methods and criteria; the recognition of training activities and internships; guide resolutions, propose any changes to the prospectus, to the regulations or guidelines to be put to the degree programme board for approval; manage the course website; propose and organise seminars and other cultural activities.

13. The steering committee must also assist the coordinator when proposing changes to these rules and regulations so that the course may be approved.

14. A working group may be set up to organise internships and work placements associated with the course. It must promote the connection between education and the world of public and private employment, organising the ways in which internships and work placements will function. The working group set up to organise internships and work placements will consist of three faculty lecturers or contracted lecturers who are part of the degree programme board nominated by all members of the degree programme board and lasts three years; working group elections must take place if a lecturer leaves the faculty or resigns.

15. A working group set up to provide tutoring and guidance on the course must organise and provide information on training courses, on how student services work, encouraging their proactive participation in academic life and defining tutoring criteria and methods. The working group set up to provide guidance and tutoring on the course will consist of three lecturers from the degree programme board nominated by all members of the degree programme board. Posts are held for three years; working group elections must take place if a lecturer leaves the faculty or resigns. When tutoring with educational objectives in mind, working group lecturers may be assisted by qualified collaborators.

**Art. 7. The specific responsibilities of the degree programme board**

1. The degree programme board, assisted by specifically created bodies (see Article 2 of these rules and regulations), prepares resolutions for the approval of the Area Didattica, the head department, associated departments and the faculty as regards the following matters:

- the syllabus (in keeping with the preliminary examinations established in Part Two of these rules and regulations), as prepared by the academic committee and the subjects taught by the faculty;
- trials of new teaching methods, in compliance with current legislation, proposing other educational and training activities that can be attributed credits;
- trials experimenting new ways of organising didactic activities oriented towards innovation and the improvement of standards;
- the course's rules and regulations;
- the course's annual prospectus;
- a report on the course's teaching activities, assessing the results of such teaching, the organisation and the practical application of didactic services;

it also puts forward proposals and recommendations regarding:

- teaching the subjects envisaged in the academic guidelines;
  - appointing lecturers, assistants and researchers to teaching posts in agreement with the interested parties;
  - assigning courses that lie vacant to substitute or appointed lecturers and the awarding of contracts to scholars and experts;
  - the improvement, expansion and implementation of didactic services;
  - statutory changes to the course rules and regulations.
2. The degree programme board, assisted by the bodies specifically set up to monitor and coordinate teaching (Art. 2 of these rules and regulations), the various different preliminary inquiries and new cultural/educational programmes, prepares and discusses:
- a) educational regulations specific to the course that constitute Part Two of these rules and regulations, whilst maintaining didactic freedom, the rules of the statute, the university's academic rules and regulations, the faculty's rules and regulations and these rules and regulations;
  - b) the coordination of the syllabus taught by lecturers, its content, particularly as far as the educational objectives of the course are concerned and the organisation of teaching activities and exams;
  - c) monitoring the syllabus taught by lecturers and agreed procedures for maintaining and promoting standards;
  - d) the annual drafting and publication of the bilingual course guide, before the lessons of the new academic year begin, which contains the current guidelines as well as the academic rules and regulations and the content envisaged for the prospectus, the syllabus and lecturers' CVs, cultural initiatives, training initiatives and those regarding internships and work placements;
  - e) the drafting and publication (on the course's web page as well) of information regarding educational activities, organisational procedures and lesson schedules, exam and assessment dates as well as lecturers' visiting hours;
  - f) the assessment and approval of students' personal study plans, thesis proposals and administration regarding students;
  - g) recognition and certification procedures – as instructed by the course's academic committee, in compliance with the procedures envisaged by the course's academic rules and regulations – regarding exams and credits completed by students on other courses or in other Italian or foreign faculties or as regards other certified educational activities.
3. The degree programme board is responsible for carrying out all course requirements and procedures considered essential and urgent by the university's rules and regulations, by national legislation or any requests, amendments or additions that may be applied at a university or national level.

#### **Art. 8. How the degree programme board works**

1. The degree programme board normally meets every three months and has extraordinary meetings whenever necessary. It can also be called if at least a fifth of board members provide a valid reason. Board members must be summoned in writing at least eight days before the date of the meeting, except in cases that are proven to be urgent, via e-mail or fax.
2. Attendees at each board meeting are registered at the beginning, taking into account those with voting rights and other board members.
3. At degree programme board meetings, the coordinator opens the discussion concerning matters on the agenda and resolution proposals, or delegates a speaker to do so in his or her stead. The secretary makes a list of the order in which members will address the meeting and the coordinator calls them on that basis. On the basis of how discussions are going, the coordinator can propose an end to requests to speak, impose a time limit for each contribution regarding the same issue and prevent repeat discussions on matters that have already been debated. He or she may ask the degree programme board to invert the order of the meeting's agenda or add particularly urgent matters that are not envisaged in the agenda (the latter proposal can also be made by a minimum of ten board members but must be approved by the board).
4. Motions concerning the rules and regulations, the way discussions are held, the agenda and the priority of a vote take precedence and halt discussions regarding the matter in hand. Subsequently, only one speaker in favour and one against may take the floor.
5. Members of the board who participate in a discussion can present written amendments to the resolution proposals and illustrate them. Amendments in any form cannot be proposed to resolutions already made by the degree programme board.
6. Resolutions are passed with the majority of those with a right to vote. Should the numbers for and against be equal, the coordinator's vote prevails. No one can vote on issues that regard him or her personally or regard his or her relatives up to the fourth degree of kinship.
7. Voting is usually done openly with a show of hands. If the coordinator feels the results of the vote are uncertain, he or she can go ahead with a roll call vote.
8. Voting by roll call or secret ballot is envisaged in the cases foreseen by law or in the rules and regulations. Voting by roll call or secret ballot can also be requested by the coordinator or a minimum of ten board members.
9. The minutes of each meeting are left at the degree programme board's administrative office for scrutiny by board members at least five days before the approval meeting and, in any case, no more than two months after the date of the meeting to which the minutes refer. Any corrections to the minutes must be handed in to the coordinator in writing and discussed before turning to any other items on the agenda.

#### **Art. 9. Preliminary exams**

The course does not envisage any preliminary exams, in that the design labs are thematically oriented and therefore contribute to the training of all aspects of landscape architecture. There is still the condition that in order to sit the second year exams, students must have earned at least 30 CFU/ECTS credits in the first year.

#### **Art. 10. Optional activities**

Optional activities that students can choose are worth 8 CFU/ECTS credits that can be accumulated by attending one or more subjects whose assessment and attendance certificates equal one exam. The degree programme board must be notified of the subjects chosen from those available on the course at the Faculty of Architecture or any other faculty at Sapienza University in order to assess their compatibility with the course's training objectives. Nevertheless, students on the Master's degree course in Landscape Architecture are advised to choose one of the following subjects:

- History of Contemporary Architecture ICAR/18 (part of the Sciences of Architecture degree course) should a student not already have attended this course; (8 CFUs)
- History of Ancient and Medieval Architecture ICAR/18 (part of the Sciences of Architecture degree course) should a student not already have attended this course; (8 CFUs)
- History of Modern Architecture ICAR/18 (part of the Sciences of Architecture degree course) should a student not already have attended this course (8 CFUs)

#### **Art. 11. How to change course**

Every year, the course will announce the number of places available for transfers in each year of the course, depending on the size of the class, with a specific application announcement where the selection criteria and the number of places reserved for students from other universities outside the Lazio region will be specified. The announcement will be issued by the end of July.

In any case, the rules for transfers and admissions comply with the regulations stated in Law 270/04:

- 1- Students attending the same class, LM3 Landscape Architecture, at another university can transfer if their request falls within the

allotted timescale and using the proper procedures as stated in Sapienza University's academic rules and regulations. Credits are recognised on the basis of the fields envisaged in the class guidelines.

2 – Students requesting a transfer from a class other than LM3 Landscape Architecture will be admitted should they be able to demonstrate the expertise they have acquired in the fields of landscape, territorial and environmental analysis (comprehension, data management, representation) as well as an ability to interpret and formulate a landscape design project and have a basic understanding of geology, botany, ecology and landscape and environmental law; i.e. students must have gained at least 90 CFUs suitably distributed amongst the following scientific subjects: MAT/05, BIO/01, BIO/02, BIO/03, BIO/07, GEO/04, GEO/05, ICAR/07, ICAR/08, ICAR/09, ICAR/12, ICAR/13, ICAR/14, ICAR/15, ICAR/17, ICAR/18, ICAR/19, ICAR/20, ICAR/21, ICAR/22, AGR/01, AGR/03, AGR/04, AGR/05, AGR/08, AGR/10, AGR/12, IUS/09, IUS/10, INF/01, ING-INF/05, ING-IND/11, SPS/10.

#### **Art. 12. Teaching methods**

The teaching methods adopted are the following:

- experimental lab activities where multidisciplinary knowledge is applied by developing a landscape design project;
- classroom lessons on single-field as well as integrated subjects;
- seminars and workshops with the option of contributions from national and international experts;
- courses repeated in a tele-teaching format.

Each type of teaching will use the right technical tools in order to carry out academic work.

The final exam

The final exam consists of individual and original research that students develop with the guidance of a lecturer, worth 12 CFU credits. Such research may be either theoretical or design-based. Students suggest both the topic and the tutor who will guide them during this exam, which will be subject to the approval of the degree programme board.

A language test will be an integral part of the final exam, as languages are important in landscape architecture disciplines.

#### **Art. 13. Verifying linguistic ability and associated credits**

Students will be certified as having a suitable understanding of foreign languages after having taken the language test. The test will take place using readers working in the faculty or department associated with the lecturer guiding the degree thesis; should a student supply a certificate issued by an officially recognised language institute, CFU credits will be automatically awarded after having handed in the certificate to the faculty's didactic administrative office.

#### **Art. 14. Methods for verifying other qualifications**

No specific CFUs are envisaged for internships and workshops, except for one CFU credit as regards:

- other activities that increase IT proficiency;
- in-depth research on subjects associated with the final exam;
- any Italian or foreign scholarships awarded or in view of voluntary work in university facilities (labs, libraries, SorT helpdesks, etc.);
- certificates demonstrating employment or competitive tender experience that relates to the subject of the Master's degree course.

One CFU is envisaged for this aspect (Art.10, paragraph 5, letter d).

#### **Art. 15. Other rules**

Students must fulfil all the obligations envisaged in the faculty's academic rules and regulations formulated on the basis of Law 270/'04 as far as students' curricular activities are concerned.

#### **Art. 16. Attendance**

Students are only obliged to attend 70% of the total hours envisaged for lab activities; should a student fail to accumulate that amount of hours, he or she will be required to retake the lab and enrol for that course in the following academic year.

Should a student accumulate the necessary amount of hours of attendance but fail to take the exam, he or she may do so within the following two years, even with a different lecturer but with the same design topic.

As regards all other courses, students must take the exam pertaining to the syllabus of the year they attended the course.

#### **Art. 17. Recognition of other courses**

Students who have earned credits on other courses or at other universities will need to hand in a request to the faculty's administrative office to ensure they are recognised. The degree programme board will assess whether or not to recognise the credits acquired on other Sapienza University courses or at other universities.

#### **Art. 18. Tutoring types and methods**

The Master's degree course hires one or more lecturers to provide guidance and tutoring as regards international student exchange programmes, particularly those promoted by Sapienza University. These tutoring activities also concern information regarding the Master's degree's own teaching process and how student services and benefits work, fostering their training and encouraging their participation in academic life.

The degree course has been designed with the need to reorganise and reduce the number of courses approved by ministerial decree DM 270/2004 in mind. The 3S class Landscape Architecture course (formerly no. 509) taught at the L. Quarone Faculty of Architecture in Rome has therefore been turned into a Class LM-3 Landscape Architecture Master's degree course. The conversion of this existing course takes into account the tradition found in European landscape architecture schools and, in particular, Rome's Scuola di Specializzazione in Beni Naturali e Territoriali graduate school of natural and territorial heritage, which has been operating since 1997 and is still unique in Italy, the Bachelor's degree in Garden and Landscape Architecture and the post-graduate degree in Landscape Architecture, and also takes into account the demand for specific expertise in the field of landscape design and planning on the part of public authorities (regional governments, provincial governments, town councils, architectural and landscape heritage departments) and the job market.

#### **A summary of the NVA university assessment unit's technical report – Academic Guidelines**

Having consulted the criteria and procedures stated in the summary of the NVA university assessment unit's general report and the notes concerning each individual faculty, and having heard the recommendations of the commission for didactic innovation and considered the information and documentation sent by faculties and the NVF faculty assessment unit, the NVA certifies that this course meets the criteria regarding the proper planning of academic services, the proper set-up of admission policies and requirements concerning transparency and the minimum number of students. The NVA university assessment unit also believes that the course is entirely sustainable as regards faculty lecturers and assistant lecturers and considers the number and size of classrooms sufficient, as well as other facilities and support services that the faculty provides. The NVA attests that the course meets all the criteria that can be currently assessed and that are envisaged in the regulations and by the Academic Senate and approves it.

## **Consultations with organisations – both national and international – representing the production of professional goods and services**

The training offered by the Master's degree course – a course converted with ministerial decree DM 509 that had been recognised by EFLA (the European Foundation for Landscape Architecture) – was the subject of consultations with the Ordine degli Architetti registration board of Rome and its province and the Lazio regional government's Department of Territory and Environment on 1<sup>st</sup> December 2008. The registration board considers the training offered by the course to be consistent and proposes post-graduate activities that can aid a graduate's introduction to working life. Lazio's regional government considers the training offered by the course to be consistent and has proposed collaboration, with a memorandum of understanding yet to be drafted, in order to set up internships and work placements. During the final consultation meeting held with the university on 19<sup>th</sup> January 2009, the organisations involved – having considered the results of the online consultation that was carried out beforehand – approved the rationalisation of Sapienza University's range of courses, geared towards reducing the number of courses, and their distribution in classes that have proved particularly popular and where a large number of lecturers are available. Moreover, after having assessed the faculty's academic services in detail, these organisations approved the creation of each single course.

### **Knowledge and comprehension**

Graduates in Landscape Architecture must be able to carry out even complex and specialised analysis work on the landscape and for the landscape and be able to work in the fields of landscape planning, design and conservation with a high degree of responsibility, even coordinating other professionals. Graduates must:

be familiar with the tools and techniques used to interpret, survey and represent the landscape, analysing its hydro-geo-morphological characteristics, its vegetation, ecology, human settlements and social features; be familiar with the history of landscape architecture and theories and processes to do with the conservation and restoration of historic landscapes; understand the system of signs, meanings and uses that characterise the landscape and understand the priorities of health, well-being, safety and savings necessary to create sustainable landscape designs; be familiar with and understand the physical-spatial and organisational characteristics of the landscape in its natural and manmade components as regards the changes that have come about over time and the socio-economic and territorial context; be familiar with and understand the complexity of the phenomena that modify the landscape and the design process at all scales, from a formal, compositional, functional, typological, construction and technological point of view as this relates to the historic and environmental context; be familiar with and understand the practical systems for creating landscape architecture; be familiar with landscape planning principles and techniques; and be familiar with aspects regarding corporate organisation and professional ethics. Such expertise will be gained through the study (involving a familiarity with theories and methods) of field literature regarding the various disciplines that aid landscape understanding, interpretation and assessment. Graduates must demonstrate a knowledge and comprehension that extends and/or consolidates what was learnt at a Bachelor's degree level regarding landscape design and planning processes; students are particularly asked to be aware of the objectives of landscape design projects, the use of the proper tools of analysis for understanding the complexity of designs and evaluating the consistency between design choices and the aims pursued. The acquisition of such skills also comes about thanks to the contribution of associated disciplines in order to understand other typical fields and their application in design labs. Such knowledge and ability will be verified through intermediate and final assessments during the various courses and labs.

### **The ability to apply knowledge and comprehension**

By applying the knowledge and tools acquired during the training process, graduates are taught to use the knowledge they have gained to carry out complex and specialised analysis work on the landscape and for the landscape, and even coordinate other professionals, to a high degree of responsibility, in the fields of landscape planning, design and conservation. Graduates must therefore be able to: demonstrate critical analysis skills in the design process as regards the quality of open spaces, conserving environmental and cultural resources, in line with the objectives of sustainable development; set up and solve complex design problems concerning the organisation and improvement of landscapes using the right methodological approach whilst keeping in mind social needs and values, the limits and potential of different landscapes; improve their critical judgement as regards the choice of appropriate construction technologies and techniques, resorting to the use of both traditional and modern materials and techniques; gather, organise and interpret data in order to understand the landscape in terms of its history, morphology, structure, function and ecology; assess the technical and economic feasibility of improvement work on the basis of the experience gained during his or her studies. Through the experience gained in labs, workshops, seminars, visits and site inspections (geared towards learning "how to") and the application of knowledge gained in real case studies that are important as regards the needs of a particular territory, students master the tools needed to work on complex problems and communicate the results of their interpretation, analysis and improvement work by integrating the knowledge acquired in various different fields. Such skills concern analysis/assessment work, interpretation/representation, landscape design and the understanding of associated technical and administrative processes and are acquired through teaching methods (exercises, lab revision, site inspections, presentations and demonstrations of reports and drawings) that help work on problems and communicate results. Such skills will be assessed using intermediate and final tests during the various courses and labs.

### **Independent judgement**

Students must demonstrate an ability to combine different spheres of knowledge and handle the complexity of problems raised by landscape design and planning so as to come up with original and specific solutions and make judgements as to the value and vulnerability of landscapes on the basis of the information available, which will not necessarily be complete, including reflections on the social and ethical responsibility associated with the application of their knowledge and judgement. Graduates must be able to: independently organise fact-finding research into a landscape at different spatial and temporal scales; formulate and solve the problems put before them, demonstrating a sufficient level of independence as regards the specific skills involved in their future career; assess the various possible solutions to the design problems put forward, correctly identifying the technical and construction requirements that will be needed to ensure that the improvements necessary will work properly; and assess the repercussions that the changes they propose could have on the spatial, cultural and social circumstances of a particular context, defending the logic and aims of their design choices. These skills will be verified using intermediate and final assessments during the various courses and labs.

### **Communication skills**

Graduates must be able to communicate the results of the various analysis and design activities they carry out properly, using the terms specific to the fields of architecture and landscape architecture both in writing and in speech, in Italian and one other European language. Communication must be efficient and use the right tools to communicate with experts and non-experts and interact with the other professional figures involved.

The communication skills acquired must allow students to: use graphic, visual, verbal and written representation and communication methods and tools, making use of both traditional and innovative instruments as well as multimedia; know how to listen and how to respond to the points of view of others within a working group where different social and professional figures involved in analysis and design work cooperate. Assessment of their work, i.e. the evaluation of the results of each course and/or lab, will need to take into account how much a candidate has learnt and how far they have progressed (an essential and fundamental aspect of assessment), as well as their ability to express ideas and proposals in an adequate and communicative way, enough to encourage and foster the understanding and participation of citizens (future users and/or commissioning clients) in their design choices.

### **Learning ability**

Learning ability involves summarising the ideas learnt during the course in order to tackle complex design issues by expanding and

updating the knowledge and technical skills accrued using analysis, design and management tools suited to the situations in which students will find themselves. Graduates must be able to: identify prospects and objectives for their own continued training and possess the basic cognitive tools needed to continually update their knowledge; become involved and participate in cultural, economic and professional life; work with the degree of independence specified and necessary for their professional profile; manage and evaluate their own professional expertise, both as an individual and as part of a working group. Such skills are acquired by investigating and combining different areas of knowledge concerning: a) landscape design and planning (theories, techniques, tools); b) the relationship between man, society and the environment (the history of landscape, art and architecture, the history of urban form, legislation governing cultural assets, environment and landscape, sociology); c) natural and functional aspects of the landscape (the ecology of the landscape, land use and functional requirements); d) managing and assessing improvement work (construction techniques, data processing, design project management and landscape management). These abilities will be verified using intermediate and final assessments during the various courses and labs.

#### **Admission requirements**

In order to be admitted to the Master's degree course, students must possess a Bachelor's degree or equivalent qualification that can prove their expertise in the fields of landscape, territorial and environmental analysis (comprehension, data management, representation) as well as the ability to interpret and develop a landscape design project and have a basic understanding of geology, botany, ecology and environmental and landscape law. They should also have gained at least 90 CFU/ECTS credits in the following scientific disciplines: MAT/05, BIO/01, BIO/02, BIO/03, BIO/07, GEO/04, GEO/05, ICAR/07, ICAR/08, ICAR/09, ICAR/12, ICAR/13, ICAR/17, ICAR/14, ICAR/15, ICAR/18, ICAR/19, ICAR/20, ICAR/21, ICAR/22, AGR/01, AGR/03, AGR/04, AGR/05, AGR/08, AGR/10, IUS/09, IUS/10, INF/01, ING-INF/05, ING-IND/11, SPS/10. All the abovementioned requirements are essential conditions for enrolling in the Master's degree. Graduate students who will complete their Bachelor's degree by 31<sup>st</sup> December of the enrolment year may also apply for admission. Students' personal preparation is assessed by the degree course coordinator on the basis of the student's *curriculum studiorum*. Any extra CFUs must be acquired before assessing their individual level of preparation.

#### **Professional and employment prospects for graduates**

The qualification awarded at the end of the course guarantees admission to the state exam for enrolment in the Ordine degli Architetti registration board in Section A of the professional role, Landscape Architecture section and access to the second-level Master's degree. In line with presidential decree DPR no. 328 5/6/2001 (Art. 16, 3) "the professional work of those enrolled in Section A, in the Landscape Architecture section... concerns the design of parks and gardens, the drafting of landscape plans and the restoration of historic parks and gardens, as contemplated in Law 20 June 1909, no.364, excluding the construction aspect." The training of landscape architects is intended to create a professional who can carry out the role of landscape architect, in line with European standards for freelance or self-employed professionals providing consultancy services. Landscape architects, as established by the EFLA (the European Federation for Landscape Architecture), have expertise in the planning, design and management of processes to do with the layout and modification of the landscape in its natural and manmade components; they are also knowledgeable in the physical, eco-environmental and socio-cultural characteristics of a territory. Once they have taken the state exam, landscape architects can also sign off landscape design projects, historic park and garden restoration plans, as well as landscape plans. As well as acquiring general interdisciplinary expertise in their own sector, they can also carry out other specific professional functions at different methodological and operational levels, participating in: the design and monitoring of landscape improvements in terms of their value and historic identity; the organisation and conduction of procedures assessing the eco-environmental sustainability of landscape regeneration projects; and the design, planning and management of complex conservation work, restoring and transforming vast areas of prevailing natural importance. The course aims to train a professional who, as well as having general expertise in his or her own sector, can assume the role of director when working with public authorities. Landscape architects will have expertise founded on the knowledge of the physical, eco-environmental and historical/cultural characteristics of a given territory needed to work with government departments, heritage protection agencies and other public authorities – ministerial decree DM 20/11/2000 – fulfilling the tasks envisaged in the European Landscape Convention, which was adopted in Italy with Law 1/09/2006 and the Italian Code of Cultural and Landscape Assets (ministerial decree DM 42/2004 and subsequent amendments).

#### **The university's correspondence with the CUN, the Italian National University Council**

Please note that the dates in the information sheet have not been updated as the courses, in line with CUN recommendations, will be ratified by the Academic Senate at its first meeting (7<sup>th</sup> June 2011).

#### **Guidance for first-year students**

SOrT is Sapienza University's integrated guidance service. SOrT helpdesks are found in all faculties and in the Palazzo delle Segreterie where all administrative offices are based. Students will find more specific information regarding faculties and degree courses at SOrT as well as help in making choices. SOrT handles the organisation of the "Porte Aperte alla Sapienza" open day, the annual event designed for first-year students. It allows students to meet faculty lecturers who help students make an informed choice regarding their training that is consistent with their inclinations and aspirations and provides information regarding courses and subjects. The event takes place every third week of July at Sapienza and is mainly open to students who are completing their last year of high school, to lecturers, parents and professionals and offers the chance to get to know Sapienza University, its range of courses, facilities for study, culture and socialisation and the many services available to students (libraries, museums, concerts, conferences, etc.). As well as information about the academic range on offer, visitors can find out about administrative procedures during meetings, both of a general kind and more specific information regarding how to enrol in the various courses, and pick up application forms for participating in admissions tests. At the same time, conferences presenting all the university's faculties are held in the main lecture hall. The department also organises the advisory projects listed below and offers support to those coming to university and embarking on further education: the "Un Ponte tra Scuola e Università" project (also known as the Progetto Ponte, or "Bridge Project") was set up to present the services offered by Sapienza University and how students experience university. The project involves three different initiatives: • Professione Orientamento - meetings with high school teachers in charge of careers advice, designed to encourage an exchange of information between secondary schools and the range of services and programmes that Sapienza offers; • La Sapienza Si Presenta – meetings presenting the faculties and "lessons" held by Sapienza lecturers for secondary school students regarding current affairs; • La Sapienza degli Studenti – a presentation of the services offered by Sapienza and of university life by "mentor" students, designed for schools; Conosci Te Stesso, a self-evaluation questionnaire designed to help students choose the right course for them; Progetto Orientamento in Rete, a programme offering guidance and providing the basic knowledge required. This initiative involves a course that prepares students for admission to the faculty of medicine, designed for students completing their final year of high school. The scientific English exam: this project offers students completing their last year of high school in the Lazio region the chance to take the scientific English exam at Sapienza University so as to gain credits should they go on to enrol at this university.

#### **Ongoing guidance and tutoring**

Ongoing tutoring is provided by the faculty's guidance service (SOrT) which provides one or more supervising lecturers. For general information regarding administrative procedures and IT service support (booking a place on an exam, etc.), Italian students can contact the CIAO information service, while foreign students can turn to the HELLO service.

Help in completing training off-site (internships and work placements)

Sapienza promotes and encourages educational and professional training in Italy and abroad for students enrolled in its Bachelor's degrees, Master's degrees, post-graduate courses and PhDs as well as graduates up to 18 months after their graduation. The aim is to

offer young people real opportunities to experience the world of employment and so help them make decisions about their future career. The service aims to help young people find employment and provide organisations and companies registered in the [www.jobsoul.it](http://www.jobsoul.it) system with tools that will be useful when looking for qualified personnel. SOUL (the employment/university advisory system) was created thanks to an agreement between Rome's Sapienza University, Roma Tre University, Roma Tor Vergata University, Roma Foro Italico University, the Accademia delle Belle Arti fine art academy, Cassino University, Tuscia University in Viterbo and Rome's LUMSA University. The service, provided by the JobSOUL portal, works as a hub in the network of public services for employment, in partnership with other public authorities (the Ministry of Employment, Health and Social Policies, Lazio's regional government, Rome's provincial government and Rome city council) and with the foremost agencies working to create opportunities for university students (Laziodisu, Caspur, Irfi, BIC Lazio, Italia Lavoro and ISFOL/INAPP). In particular, SOUL uses a sophisticated IT platform and a series of advisory "face-to-face" services. Students can use the [www.jobsoul.it](http://www.jobsoul.it) portal to: register by entering their details and fill in, publish and manage their CV; search through the job/work placement announcements published on the portal that match their profile and apply for jobs online; activate procedures through the website in order to participate in university-sponsored internships; contact companies direct and offer their services; choose whether to allow companies to see their details or not. SOUL faculty information helpdesks offer the following "face-to-face" services: reception and information; careers interviews; and technical assistance on how to use the portal.

#### **Assistance and agreements set up to aid student exchange programmes**

Foreign thesis scholarships <http://www.uniroma1.it/internazionale/studiare-e-lavorare-allestero/bors...>

Scholarships for completing theses abroad are designed for students who must at least be enrolled in the first year of the Master's degree or post-graduate courses, the penultimate or last year of the combined Bachelor's/Master's degree or post-graduate courses who wish to prepare part of their thesis abroad in foreign institutions, organisations or companies within or outside of the EU or in supra-national or international institutions of a sufficient scientific or cultural level. Thesis preparation abroad must last at least two continuous months. The amount awarded with the scholarship is established each year by the Academic Senate and is usually worth €2,600 before tax. Scholarships are awarded through an application process run by the faculty: students must hand in their application to their own particular faculty president.

Scholarships for post-graduate training abroad <http://www.uniroma1.it/didattica/borse-di-studio/borse-di-perfezionament...>

Scholarships for post-graduate training abroad are awarded every year, allowing graduates to attend post-graduate courses or activities in foreign and international university-level organisations. They last a minimum of six months and a maximum of 12. They are reserved for graduates up to the age of 29 who have a Master's degree, a combined Bachelor's/Master's degree or the equivalent issued by Sapienza University. In order to qualify for a scholarship, candidates must pass a competitive selection process that takes into account their exams and qualifications.

Student exchange programmes between Sapienza and foreign universities <http://www.uniroma1.it/internazionale>

Foreign exchange programmes involving institutions outside the EU can be financed with scholarships that last a minimum of three months. The International Relations office handles these grants and students should note that: requests for their activation by the faculty are made at the start of each calendar year; grants to cover the cost of these scholarships are awarded following the proper selection process carried out by the faculty; selection process announcements must be published and the results sent to Rip. IX (the International Relations office) by the end of May/October; once selected, students are assisted in signing the contract and fulfilling the requirements by Rip. IX; students admitted to these exchange programmes continue to pay taxes to their home university only and enjoy the services provided by their host university.

Erasmus Mundus <http://www.uniroma1.it/internazionale>

Erasmus Mundus is an exchange and cooperation programme for students in higher education promoted by the European Union as a centre of academic excellence as regards countries outside the EU. It funds European post-graduate courses and offers scholarships to students from countries outside the EU, as well as to European students studying in such countries. Thanks to Erasmus Mundus scholarships, students can: attend joint degree courses (Master's degrees) or PhDs set up by higher education consortiums both in Europe and outside Europe; students/PhD candidates who complete their studies successfully are awarded a combined, double or multiple qualification. Applications should be handed in to the directors of the course students are interested in, following the instructions published in the annual application announcements by each Erasmus Mundus consortium. To see the list of courses, visit the website: [www.erasmusmundus.it](http://www.erasmusmundus.it)

Mobility experiences organised by students themselves

For students of Bachelor's degrees, Master's degrees, PhDs or post-PhD courses enrolled in EU higher education institutions that are members of international partnerships financed on an annual basis by Erasmus Mundus. The list of Sapienza's partnerships is updated in September on the Leonardo Programme international webpage: <http://www.uniroma1.it/internazionale>. The Leonardo da Vinci Programme, funded by the European Commission, promotes transnational work placements for workers and young people looking for employment. Leonardo da Vinci internships aim to improve the skills and the employability of its beneficiaries by offering training and employment experience based at a partner institution in a foreign country. Every year, Sapienza applies to the national Leonardo da Vinci agency for funding for two types of internships: industry-based and combined. The publication of application forms is subject to the approval of the funding request.

Unipharma-Graduates

Unipharma Graduates offers internships in chemical and pharmaceutical research centres to graduates in Pharmacy, Sciences, Medicine and Surgery and Chemistry from all Italian universities. The internship allows young people to apply the skills acquired during their university education to a working environment and lasts 24 weeks. In order to participate in this programme, applicants must have a good knowledge of English. Application announcements are published in December. Selection criteria: selection is based on academic merit, in that the degree grade and exam average are the main criteria used to select candidates. The minimum grade necessary to apply for the programme is 105. Linguistic certification: linguistic skills are assessed using an English test, as well as taking into account recognised certificates and foreign study experience (e.g. participation in the Erasmus programme). Consistency between academic education and the proposed internship: a candidate's motivation and objectives as regards training internships are particularly evaluated in terms of their consistency with their educational curriculum.

Scholarships for Italian language readers in Australia <http://www.uniroma1.it/internazionale>

Rome's Sapienza University, in conjunction with CO.AS.IT Melbourne, offers internships teaching Italian in schools in Victoria, Tasmania and South Australia. Old system graduates or Master's degree graduates of the faculties of Humanities and Philosophy, Philosophy, Liberal Arts and Oriental Studies from the last 12 months can apply. A knowledge of English is essential, as is the willingness to start work in Australia from April on.

Free movers <http://www.uniroma1.it/internazionale/studiare-e-lavorare-allestero/stud...>

"Free movers" are students who do not participate in an exchange programme organised by the university, such as Erasmus, but instead choose their host university themselves, independently organising their foreign study. In order to frequent courses at another university in a way that will be recognised as part of one's own study plan, students must receive authorisation from their faculty and be admitted to the host university.

The European Network of University Orchestras (ENUO) <http://www.uniroma1.it/sapienza/musica/MuSa>

Sapienza University is a member of the ENUO, or European Network of University Orchestras: a network for European university orchestras set up in the autumn of 2011 at the University of Uppsala. The aim of this association is to create a network allowing

members of European university orchestras to: exchange information and create opportunities for dialogue; extend the concept of European citizenship; and encourage students from different countries to make music together. Moreover, travel/study trips and experience in other European university orchestras are offered in order to promote the exchange of cultures and ideas and to allow students to experience opportunities for training and creativity. To date, 109 orchestras from 16 different European Union countries have joined the network.

Foreign study support [www.uniroma1.it/europrog/erasmus](http://www.uniroma1.it/europrog/erasmus)

Support during foreign study periods is provided by the Programmi Internazionali office, which handles the Erasmus programme: the EU programme for higher education and professional training. Erasmus promotes transnational cooperation between higher education institutions; it encourages student mobility (SMS) and work placements (SMP) in European universities in all fields and study levels (including PhDs) and fosters the academic recognition of study within the European Community. With Student Mobility for Studies (SMS), Erasmus allows students to attend a European university that is registered with the programme, where they can attend courses and take exams in keeping with their academic curriculum, study for their degree thesis or carry out training activities as part of a PhD.

The study period can last a minimum of three months and a maximum of 12 months that must take place between 1<sup>st</sup> June and 30<sup>th</sup> September of the following year, i.e. for the 2017-2018 academic year, Erasmus lasts from 1<sup>st</sup> June 2017 to 30<sup>th</sup> September 2018. With Student Mobility for Placement (SMP), Erasmus offers students placements in companies and training and research centres based in one of the countries participating in the programme.

Work placements last from three to 12 months during the same period mentioned above and only involve full-time work placements abroad, recognised as an integral part of a student's study programme by their educational institution. The faculties that participate in the programme include Architecture; Economics; Pharmacy and Medicine; Philosophy; Humanities; Liberal Arts and Oriental Studies; Law; Civil and Industrial Engineering; Information, IT and Statistical Engineering; Medicine and Dentistry; Medicine and Psychology; Mathematical, Physical and Natural Sciences; Political Sciences; Sociology and Communication. General conditions for enrolment: enrolment in Sapienza University's Erasmus programme takes place through application procedures issued by the faculties that participate in the programme. There are also specific application procedures if one wishes to take part in SMP Erasmus placements, which are published on the Erasmus webpage.

#### **Careers advice**

In February 2010, the Sapienza job centre was opened at the SOUL offices for the province of Rome, offering: registration in the provincial database; careers advice; pre-selection services; training opportunities; and help with job searches or foreign placements (EURES). The Centro per l'Impiego job centre, Sapienza, is based in 22 Via Cesare de Lollis, 00185 Rome; open Tuesdays, Wednesdays and Thursdays, 9:30am-5:30pm, e-mail: [impiego.sapienza@provincia.roma.it](mailto:impiego.sapienza@provincia.roma.it)

#### **Other initiatives**

CIAO, the Centro Informazioni Accoglienza e Orientamento advice centre, is a service run by four staff members from the Educational Opportunities and Study Rights section and by approximately 180 students who have won scholarships and are enrolled in the final years of all Sapienza faculties. CIAO provides information and consultancy services for students and first-years regarding: enrolment methods; administrative and service office hours; the use of the university's IT system (Infostud); and procedures envisaged in the regulations for students (exchanges, transfers etc...).

- promoting university services, activities and cultural initiatives

The activities and initiatives run by CIAO, founded in the 1998-1999 academic year, are designed to make the first impression of university life a positive and welcoming experience, as well as subsequent student interaction with university institutions, facilities and procedures. CIAO's main tasks are: to provide complete, clear and accessible information; diversify the number of communication channels and tools; adopt language, texts and styles of interaction that meet students' needs; to listen; and to provide assistance and consultancy services. CIAO makes over 70,000 contacts a year, through front office interaction, e-mails, faxes and answers to Facebook posts, and at peak times of the year it attracts over 700 contacts a day. Apart from such statistics, CIAO has become an important port of call for Sapienza students over the years, who continue to demonstrate their appreciation thanks to the work, professionalism and helpfulness of their colleagues who take turns running this service.

The HELLO welcome service [www.uniroma1.it/hello](http://www.uniroma1.it/hello)

HELLO is an information and reception helpdesk set up for foreign students who would like to study at our university. Generally speaking, Hello is a first port of call with the international public, directing and filtering user requests to the right offices. The service is run by four members of staff from the Educational Opportunities and Study Rights section and by scholarship students chosen from our Italian and non-European students with an excellent knowledge of English and at least one other foreign language.

#### **University organisation and responsibility**

Sapienza's Quality Assurance System (AQ) is described in detail on the Quality Team's webpage: <http://www.uniroma1.it/ateneo/governo/team-qualit%C3%A0>. Here, the decades spent constructing Sapienza's Quality Assurance system are described in detail, as well as the organisational model that was adopted, its players (the Quality Team, Supervising Committees, Joint Committees, Course Quality Committees), current working groups and the main work it does. These web pages are also a communication platform and provide reference information on review activities, the drafting of reports by the joint committees and supervising committees and the compilation of SUA-Didattica and SUA-Ricerca forms.

#### **Sapienza's Quality Assurance System (AQ) course organisation and responsibility**

The AQ is organised through the efforts and responsibility of the following people: Professor Alessandra Battisti (course president, Director of the review report); Professor Carlo Valorani (course lecturer and course quality director); Professor Romeo Di Pietro (course lecturer and course quality improvement assistant); Mr Giuseppe Colaceci (administrative personnel, providing administrative and bureaucratic support through all AQ stages); Mrs Ylenia Romani (AQ student representative). The organisation is run as follows: Professor Battisti, assisted by Professor Valorani, is responsible for organising the quality assurance system and supervises activities to do with monitoring student opinions, alongside Professor Di Pietro; Professor Valorani is responsible for facilities and infrastructure and takes care of the organisation and structure of the didactic project, in his role as course coordinator, including interfacing with the various parties involved; Professor Di Pietro is responsible for monitoring and assessing external activities, internships, the Erasmus programme and work placements. The team drafted self-evaluation reports up to 2016 and the review report for the 2016-2017 academic year.

#### **A description of evaluation methods**

a) The teaching methods adopted

The course uses the following teaching methods: experimental lab work where multidisciplinary expertise is applied to the development of a landscape design project; classroom teaching of both single-field lessons and integrated courses; seminars and workshops involving the contribution of nationally and internationally esteemed contributors; courses that can be repeated in a tele-teaching format. Each teaching method will make use of the appropriate technical tools.

b) The final exam

The final exam consists of individual and original research that students develop with the guidance of a lecturer, worth 12 CFU credits. Such research may be either theoretical or design-based. Students suggest both the topic and the tutor who will guide them, which will be subject to the approval of the degree programme board.

A language exam will be an integral part of the final exam, as languages are essential in landscape architecture disciplines.

c) Verifying linguistic ability and associated credits

Students will be certified as having a suitable understanding of foreign languages after having taken the language test. The test will take place using readers working in the faculty or department associated with the lecturer guiding the degree thesis; should a student supply a certificate issued by an officially recognised language institute, CFU credits will be automatically awarded after having handed in the certificate to the faculty's didactic administrative office.

d) Methods for verifying other qualifications

No specific CFUs are envisaged for internships and work placements, except for one CFU credit as regards: other activities that increase IT proficiency; in-depth research on subjects associated with the final exam; any Italian or foreign scholarships awarded or in view of cooperation with university facilities (labs, libraries, SorT helpdesks, etc.); certificates demonstrating employment or competitive bidding experience that relates to the subject of the Master's degree course. One CFU is envisaged for this aspect (Art.10, paragraph 5, letter d).

e) Other rules

Students must fulfil all the obligations envisaged in the faculty's academic rules and regulations, formulated on the basis of Law 270/04 as far as students' curricular activities are concerned.

f) Attendance

Students are only obliged to attend 70% of the total hours envisaged for lab activities; should a student fail to accumulate that amount of hours, he or she will be required to retake the lab and enrol for that course in the following academic year.

Should a student accumulate the necessary amount of hours of attendance but fail to take the exam, he or she may do so within the following two years, even with a different lecturer but with the same design topic.

As regards all other courses, students must take the exam that pertains to that year's syllabus.

g) Recognition of other courses

Students who have been awarded credits on other courses or from other universities will need to hand in a request to the faculty's didactic administrative office to ensure they are recognised. The degree programme board will assess, with an interview and/or written test, whether or not to recognise the credits acquired in different Sapienza University courses or those of other universities.

h) There may be an assessment process concerning past exams should the committees believe they are culturally obsolete due to the amount of time that has passed since they were taken. Generally speaking, there are no exam assessment procedures envisaged for previously passed exams, irrespective of how much time has passed since they were taken.

i) Tutoring types and methods

The Master's degree course hires one or more lecturers to provide guidance and tutoring as regards international student exchange programmes, particularly those promoted by Sapienza University. These tutoring activities also concern information regarding the Master's degree's own educational process on how services and benefits work for students, so as to aid their education and encourage their participation in academic life.

**The opinions of organisations and companies who have curricular or extra-curricular work placement/internship agreements with the university**

This year, as ever, SOUL Sapienza has completed a second pilot survey of the companies registered with it (approximately 8,000), which is an increase in the number of companies involved compared with those of the previous year. Over 400 companies filled in the questionnaire, which focused on the following aspects: 1) the usefulness of Sapienza's work placement and internship services for companies; 2) an analysis of how well internship services met company expectations; 3) how satisfied companies were with the work carried out by the student; 4) what improvements should be prioritised to improve the transition from education to working life. Using a multiple-choice questionnaire with the Linkert method, the results that emerged are listed in the enclosed file. The information currently available concerns curricular and extra-curricular internships that took place from 1/08/2013 to 31/7/2014 as well as those that were extended (237, sometimes with modifications to the work that was envisaged and in some cases, around 15, where the internship was repeated); in total, there were 2,573 initial internships involving around 1,213 companies and organisations.

**Scheduling work and the deadlines for implementing initiatives**

With the assistance of the AQ administrative group, the course will hold regular meetings to monitor improvements indicated in the previous review report; it will evaluate the results of their adoption, highlighting any strengths that have emerged, as well as any problems and changes considered necessary; it will verify the suitability and efficacy of course management and will propose, where necessary, the improvements to be introduced to the next review report. The timing of meetings will be arranged after having complied with university requirements.